

**What Factors Contribute to the Success and Failure of Latino
Community Outreach Programs?**

A Review of the Mother-Daughter Program at La Plaza

An Honors Creative Project (HONRS 499)

by

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A handwritten signature in blue ink, appearing to read 'Chin-Sook Pak', is written over a horizontal line.

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Abstract

The Mother-Daughter Program (MDP) at La Plaza, Inc. has provided meaningful support for the academic and personal development of Latina girls in grades six through nine in schools around the metro area of Indianapolis. La Plaza is a not-for-profit organization that serves the needs of the rapidly growing Latino community in this area. Now in its tenth year of existence, the MDP coordinator has sought input to enhance the program's quality and to increase participation for the future. This service-learning project is an internal report compiled for La Plaza that investigates the current attitudes of the participants of MDP, the strengths and challenges of the program, and recommendations for future. In close collaboration with the current MDP coordinator, the research findings are based on interviews with current and past program coordinators, participant surveys, one-on-one interviews with students and parents, site visits to one school offering the MDP, and an examination of other Mother-Daughter Programs in the United States. The result is an internal report with five recommendations for the program's future. An appendix with IRB certification, interview transcripts, and actual surveys and a critical reflection paper about my personal growth and academic and civil learning are also included as a part of this project.

Acknowledgements

--I would like to thank Dr. Chin-Sook Pak for all of her help and support as my advisor throughout this project. She worked with me to organize and develop my ideas, and she continually inspires me to care for the needs of the local community.

--I would also like to thank Linda Madrigal for her willingness to allow me to work alongside La Plaza and her specific program throughout this semester.

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Outreach Programs?**

Author's Statement: Megan Gaza

Contents

<i>Introduction.....</i>	<i>2</i>
<i>Project Objectives</i>	<i>2</i>
<i>Project Procedures.....</i>	<i>3</i>
IRB Development.....	3
Observations	5
Surveys	6
Interviews.....	7
<i>Report Compilation</i>	<i>8</i>
<i>What I Learned</i>	<i>10</i>
As a Student and Investigator.....	10
As a Community Member	11
<i>Conclusion.....</i>	<i>13</i>

Introduction

In developing an idea for a senior creative project, I knew from the beginning that I wanted to incorporate an issue related to diversity, to work with people, and to complete a service task that would generate beneficial information for a non-profit organization. During the brainstorming stage, I considered several ideas and talked to multiple community members, here in Muncie and in Indianapolis. My options included assisting the Multicultural Center at Ball State to research the issue of diversity through freshman focus groups, researching and reporting the history of the Diversity Roundtable of Central Indiana, and working alongside the Mother-Daughter Program (MDP) at La Plaza in Indianapolis to research the strengths and weaknesses of student and parent involvement.

Although each option provided specific opportunities to address the issue of diversity and to assist a local organization, I chose to work alongside La Plaza for several reasons. First, working with La Plaza allowed me to interact one-on-one with people from the community, more specifically Latino families. Because I am a Spanish major looking to work alongside the Latino community in the future, this aspect of the La Plaza project was especially appealing to me. I wanted to learn more about the specific issues that Latinos face here in Indianapolis. Also, the coordinator of the program, Linda Madrigal, was very interested in compiling and examining information related to the successes and weaknesses of her program, but she did not have the time to look into these issues because the other program coordinator had recently stepped down. I met with her in Indianapolis in December to talk about the possibility of collaborating and doing the research she hoped I could gather for her. Thus, the report would teach me more about the issues facing the Latino community while providing valuable information that a local organization could put to use to better meet the needs of Latino families in Indianapolis.

This author's statement outlines 1) the objectives of my creative project, an internal report for the MDP at La Plaza, 2) the research process related to compiling an internal report, and 3) what I learned throughout this project.

Project Objectives

The objective of this project was to research and better understand the barriers that prevent Latino families, especially junior high students, from taking advantage of the MDP at their schools. La Plaza is a not-for-profit organization in Indianapolis that serves the needs of rapidly growing

Indianapolis Latino community. The MDP supports the academic and personal development of Latina girls in grades six through nine in schools around the metro area. My target audience was the program coordinators, Ms. Madrigal and Delmi Garduno, who La Plaza hired in February in order to continue expansion of the program.

Project Procedures

When I first began working on the project, I expected the report to mainly address the issue of low attendance numbers at program meetings and workshops, especially the low parent involvement. For example, was it due to a lack of program promotion? The name of the program? A misunderstanding about the objectives of the program? The program exists to help new middle school girls to adjust to junior high and to prepare older junior high girls for high school and higher education. By involving mothers in this process, they are able to support their daughters in their pursuit of higher education while growing personally as well. To better understand the lack of parent involvement, I planned on conducting phone interviews in Spanish with Latino families using a list of non-participants provided by Ms. Madrigal. To better understand the positive impact of the program, I planned to meet one-on-one with junior high girls currently involved in the program. The overall outcome I expected was a report that examined the barriers that keep the program from effectively reaching more Latino families and that proposed possible changes to increase participation.

Over the course of the semester, however, I quickly learned that working directly with the community and with a not-for-profit also means being open to changes. As I progressed through the specific steps outlined below, I realized that the main issue that the report should address was not low attendance rates but rather program effectiveness—how well it meets the needs of students and teaches them about themselves and the educational process from junior high to high school to college.

IRB Development

At the beginning of this project, Dr. Chin-Sook Pak, my thesis advisor, and I decided to apply for certification from the Institutional Research Board (IRB) so that we could publish the findings from this report at the end of the semester, if we desired to do so. Latino outreach organizations across the United States face the issue of low community involvement in their programs, so we knew that a report addressing barriers to involvement could prove useful for programs outside of La Plaza and even outside of the Indianapolis area.

To apply for IRB approval, Dr. Pak and I both were required to complete an ethics test certified by the Collaborative Institutional Training Initiative (CITI). I also had to obtain a letter of approval from Ms. Madrigal that expressed the willingness of La Plaza to allow me to conduct this study. Then, I developed a narrative description of the research study that outlined the purpose of the study and the rationale behind it, the subjects I planned to study and recruitment of subjects, the methods I was using to complete the study, and the risks associated with participation. Completing the narrative description forced me to think through many of the logistics of conducting research, such as how I specifically planned to gather and record information. I decided to conduct written student surveys and oral student interviews, along with oral parent interviews.

Once I knew how I planned on gathering the information, I had to draft the written student survey, and I decided to use the same questions from the written survey in the student interviews. I collaborated with Ms. Madrigal to compile a list of questions that looked at years of involvement in the program, number of friends involved in the program, what students had learned and enjoyed, what students would change about the program, and how the girls felt about the name of the program. The questions about friends allowed us to look at how important friendships are in keeping girls involved in the program and what keeps other friends from joining. The questions about the name of the program arose because Ms. Madrigal felt that students have misconceptions about the objective of the program because the name is unclear and perhaps boring. I also drafted a list of parent questions in both English and Spanish that asked about length of involvement, what parents have learned and enjoy from being involved, number of friends involved, and suggestions to improve participation.

The final step was drafting an informed consent form in English and Spanish for parents I interviewed and a parental consent form to receive permission to survey and interview students. At this point, Dr. Pak and I realized how complicated these IRB procedures were in relation to the simplicity of the procedures I planned to perform—a one-page written survey and short, one-on-one interviews. I learned that I had to have a consent form signed by a parent and a student to document any findings in a publication, so I had to plan ahead to pass out consent forms one week for students to bring home and to hope that they would bring them back the next week in time for them to complete the surveys and interviews. With all of the documents, I continually emailed drafts back and forth between myself, Dr. Pak and Ms.

Madrigal to ensure that all elements were in place and that they met the needs of the MDP. In the end, we pulled the documents together in time and received IRB approval right before I made my first visit to Craig Middle School.

Site Visits

The plan at the beginning of the semester was for me to visit and conduct surveys and interviews at Craig Middle School, one of the most well-attended programs, and at George Washington Middle School, one of the smaller schools in terms of attendance. With winter weather and an hour-long drive down to Indianapolis, plans were modified as the semester unfolded. My first observation at Craig Middle School was scheduled for February 10, but a winter storm blew through the night before and prevented me from visiting. Instead, I visited the school for the first time on February 17 to introduce myself to the girls, pass out parental consent forms, and observe the layout of the program.

I arrived at La Plaza at 1:45 p.m. and talked to Ms. Madrigal about her plans for the day and visited Walmart with her to purchase snacks for the girls. We arrived at the school at 2:45 p.m., right when classes were ending for the day, so I observed the social interactions between the girls as they dropped their belongings off in the room and went back out to their lockers. By about 3 p.m., 17 girls had settled in the room for program, and they seated themselves by grade level. Because of the large number of girls and the group dynamics, there was a high level of socialization and interactions for me to observe and note, and I included those notes in the report. This observation showed me the high level of influence that friendships have on attendance. The girls were excited to be at the program because their friends were there, and it provided a means for socializing after a long day of classes. During this observation, I helped Ms. Madrigal to work with the girls on an online career assessment, which allowed me to interact with them and begin to build a relationship. This interaction helped the girls to be more open and vulnerable with me when I interviewed them the following week. The program ended when the late bus arrived at 5 p.m.

I visited Craig again the following week, February 24, to conduct the surveys and interviews. I passed the surveys out at the beginning of program to all of the girls and had the girls who returned a parental consent form write a "P" at the top of their paper so I could separately record that information, if necessary. The girls spent approximately 15 minutes completing the written surveys, and then I spent the rest of the time meeting one-on-one with

students to conduct surveys. I had less time to observe the overall meeting because the majority of my time was spent in the adjacent classroom.

On February 27, I attended a parent workshop related to science and engineering to conduct parent interviews. However, only five parents attended, and most of their time was occupied by entertaining young children or by the workshop activities. Toward the end of the program, I was able to interview one parent who had just started attending the program one month prior to the interview. The mother did not speak English, so I had the opportunity to use my Spanish skills to communicate. I also helped the program directors with various tasks, such as taking photos of the activities and serving food at lunch. Although attending this workshop did not help me to gather a great deal of parent interviews, I enjoyed being immersed in the Spanish language and observing family dynamics.

By this point, spring break was quickly approaching, which meant that I needed to start compiling my research in order to begin the report. I had to decide if the inclusion of a second school was vital to my report, since I would need two additional weeks, one for initial observations and an explanation of the surveys/interviews, and a second to actually conduct them. Also, I had already made three trips down to Indianapolis in a two-week time period, which was very time-consuming. In the end, I decided to use the information I had personally compiled from Craig Middle School, and Ms. Madrigal and Ms. Garduno passed out the written student surveys to all of their other programs and collected them for me to use in the report.

Surveys

The student surveys contained one page of 11 questions, some multiple choice, some fill in the blank, and some short answer. One of the advantages of using a written survey was that it made for easy data compilation. I created an Excel spreadsheet and entered in the data from the surveys, and from there I could find patterns in what the students were interested in and what they wanted to change about the program. I also was able to take note of demographic information, such as grade level and number of years of involvement in the program. When the girls took their time, they provided helpful feedback about the program that I was able to include in the report, and I was able to compile information from 29 girls overall, which provided an overview of the program as a whole across every school.

One of the major problems from using a written survey is that junior high students are not experienced in detailed writing, especially since almost

all of those students have learned English as their second language. After a long day of classes, the students were not particularly excited to write detailed answers to the questions, especially when some of them struggled to communicate clearly in written English. Also, several of the questions asked for suggestions from the girls about improving the program and the name, and for the most part, the students did not want to take the extra time to think critically. On questions where too much “thinking” was required, several of the girls left them blank.

Interviews

I was able to interview seven girls from Craig Middle School who returned their parental consent forms the same 11 questions from the student survey. To build camaraderie, I started off every interview by asking the girls about their day and trying to find out a little bit about their lives. Then, I went through the survey questions with them and found that I received much deeper and better thought-out responses. Because the girls did not have to write the answers and because I was able to ask follow-up questions, I learned a lot more about the different stresses and struggles that junior high girls face and the topics more relevant to their interest level. Also, on the surveys, almost every girl said that she liked the name of the program, but in the interviews I received more negative feedback because the girls were more prone to share. The same sequence of events took place with asking the girls about the size of the group—on the surveys, they indicated that they liked the current size, but in the interviews many indicated that they felt lost when the size grew too large. By conducting these more personal interviews, I gained more insight into the specific needs of the girls.

When I attended the parent workshop on February 27, I interviewed one mother after Ms. Madrigal talked to her and asked her permission to perform the interview. I recorded the interview as a voice memo on my iPod so that I could transcribe the information later and refer back to parts that were difficult for me to understand. I asked the questions by reading them from the sheet, and I also rephrased the questions when necessary to better explain them to the mother. Because the mother had been involved in the MDP for only one month, she did not have a significant amount of feedback related to her past experiences, but she did explain reasons for her involvement in the program and what she hoped to learn in the future. I did not include the information from this interview in the final report because of the timing issues explained previously.

Report Compilation

As I began looking over my research from surveys and interviews, I realized that, although this research would comprise the majority of my report, I also needed additional information to better explain the program and make overall recommendations. I decided to research and add the following sections: a history of the program, background information from other programs in the United States, and program coordinator information. To begin the report, I introduced the questions that Ms. Madrigal and I had posed at the beginning and explained the collaboration efforts between myself at Ball State and Ms. Madrigal at La Plaza.

Following the introduction, I included a history of the program based on a fact sheet compiled in 2007 (the last time a history was reported for the MDP), the MDP brochure, and interviews and emails between myself and current and previous program coordinators. This section includes how the program has grown in size and evolved, shifting its focus on educational success. After the history, I decided to include a section about the current program—when and where it meets, how long it meets for, and the basic program elements. This section is important because it gives an overview of the program elements that are later referred to in interviews and surveys and broken down by their strengths and weaknesses. I also included my personal observations from my two visits to give an outsider's perspective on specific program elements and how the students respond to them.

The next section of the report is key success factors from two Mother-Daughter programs in the United States, at the University of Texas-El Paso and Arizona State University. Both programs have won national awards for their methods of walking Latino women through the educational process and preparing them for higher education, so I wanted to look at specific elements from these programs that contribute to their success. I then used these elements to offer suggestions at the end of the report.

After the compilation of the background information and research, I moved on to key findings from four interviews that I performed with current and previous program directors. At the beginning of this section, I explain who each of the four women are and the dates of the interviews, along with the guiding questions I used for each interview. In the appendix, I include a transcript of every interview. Then, I broke the interview information down into specific strengths and weaknesses. To create the categories under each strength and weakness, I made a bullet point list of important statements from the four interviews, made notes about whether they were strengths or

weaknesses, and categorized the overarching theme of that strength or weakness, such as consistency or academic focus. Because the coordinators have experience with and insight into the program's logistics based on personal successes and failures they have witnessed, they offered helpful feedback as to what they would like to see continue and what they see as necessary changes for the future. Also, because I created the report for the current coordinators, these interviews helped me to better understand the questions the coordinators hoped to answer in the surveys and interviews.

With these questions in mind, the next section of the report looks to answer them with key findings from the student surveys and interviews. This section begins with an explanation of how and when I gathered the data reported in the following paragraphs. For both the survey and interview subsections, I followed the same pattern as with the coordinator interviews, by breaking my findings down into subsections based on strengths and weaknesses. With the survey findings, I tried to explain findings based on percentages as much as possible to show how popular or unpopular certain program elements are. For readability, I added graphs and bullet point lists to break up the text. For the interview findings, I included feedback about the girls' socialization and interactions based on my observations and direct quotes from students related to a specific strength or weakness. Later on, these quotes can also be used for promotional materials for the MDP as well.

Based on all of the above sections, I created a master list of five overall recommendations for building on the program's strengths while minimizing weaknesses. These recommendations come from coordinator goals for the future, such as adding a mentoring program or improving data collection techniques, as well as from ideas I developed based on my research. Dr. Pak and I spent an entire meeting talking through practical ways to make these suggestions possible for the coordinators in the future. For example, Ms. Madrigal said that she wanted to begin a mentoring program between Latina professionals and the students, which would be difficult to implement right away. Dr. Pak and I talked through specific steps that the program coordinators can take, such as inviting professionals as guest speakers, to make this recommendation more easily achievable.

The report ends with a conclusion to reiterate the goals and the findings, and then provides an appendix that consists of survey and interview questionnaire, parent consent forms, and information on workshops offered by other similar programs in the country.

What I Learned

Over the months that I developed the idea for my service-learning project and actually carried it out, I learned a great deal about the importance of planning ahead but also being flexible, especially as I worked in conjunction with a community organization. I also learned more about the specific challenges that the Indianapolis Latino community faces and the challenges that middle school girls in particular face.

As a Student and Investigator

When I began work on this report, I had never been in charge of a project where so many decisions were mine to make. At first, I felt very overwhelmed by developing a plan to create a final report for Ms. Madrigal and the MDP. I knew that I wanted to talk to students and parents to gather their feedback on the strengths and weaknesses based on personal experiences, but I did not know the best way to gather this information. Although applying for IRB certification seemed like too much work for the nature of the data I was looking to collect, the application process taught me the importance of planning toward a goal. Because I had to explain in detail to the IRB the processes I was going to follow to acquire the information for my research, I had to think through specific details about what questions to ask and in what format to ask them. Once I had decided on surveys and interviews, I had to plan my visits differently so I could distribute parental consent forms. Although I did not consider myself a poor planner before this project, I learned the importance of taking a step-by-step approach to complete a task, rather than trying to address every issue at one time.

Another facet of planning is flexibility. In the classroom, I always have completed projects in a controlled environment where factors changed very little over the course of the project. When working with an off-campus organization, however, factors are constantly changing or moving more slowly or more quickly than expected. At times, I was prepared to move forward but had to wait for an email response or a phone interview to complete a specific task. At other times, the coordinator had to wait for me to complete a task, such as preparing the parental consent forms, before she could move forward on her end. Communication was not always easy, but I learned how to work on another aspect of the project while I waited and how to follow up on unanswered questions throughout the process.

Along with the planning aspect, I also learned that a multidimensional aspect exists in creating a meaningful report. When I began the project, I

thought that after conducting the surveys and interviews, I would be able to offer useful suggestions to the coordinators about ways to improve the program in the future. I realized, however, that as an outsider, I needed to have a contextual understanding of the organization and the program in order to analyze my research in a helpful way and to generate recommendations. To gain this understanding, I researched La Plaza's history and read through literature the organization had created about the MDP in the past. I also conducted interviews with two prior coordinators, including the coordinator who helped to launch the program, in order to better understand the history and vision of the program. Then, I interviewed the two current coordinators to gain insight into the current direction and goals of the program. I also researched other Mother-Daughter Programs in the United States to expand my knowledge about what other organizations have done to meet the needs of Latino middle school students in their communities. Because I spent the time understanding the program's history and vision for the future, I was able to better understand the feedback that the students gave me in my research and to offer meaningful recommendations for the program coordinators.

As an investigator, I learned the value of engaging people well and the importance of face-to-face interactions. When I created the student surveys and interviews, I fully expected that the surveys would provide the majority of the information for my research, while the interviews would provide several personal stories and some additional suggestions. I quickly found out that people open up much more readily to another human being rather than to a piece of paper. On the written survey, the girls did not take the time to think through their responses, and they often put silly answers instead of actually considering the question. In the interviews, however, the girls opened up to me about the issues and struggles that they face as middle school students, especially since all of them are first-generation Americans. Hearing their stories was one of my favorite parts of this project. The girls were funny and engaging, but they also shared raw stories about the different pressures they face, whether sexually, as from peer pressure, or personally, as from their home lives. Connecting with these girls showed me the importance of the MDP, to empower them to become women who can achieve their dreams.

As a Community Member

Going into this project, I did not fully understand the need for the MDP, why Latina middle school students specifically needed this resource. One reason for this misunderstanding was the fact that I pictured middle school students as much younger than they are—in my head, they were young and

naïve and were not yet facing the pressures of high school. Over the time I spent with the girls, however, I realized that they face a great deal of pressures from the people around them. A strong part of their culture seems to idealize motherhood, and thus many of the girls look forward to having children early on. They face sexual pressures that are passed down from eighth graders to seventh graders to sixth graders. The girls are making decisions right now that will have an enormous impact on their futures, which means that now is the time to speak to them about the future and the effects of their current choices.

I also did not have a clear understanding of the barriers these girls face as they enter and engage a new culture. At home, they are surrounded by the culture of their parents, where they speak Spanish and live under a different value system. Then, they arrive at school and are immediately thrust into an English-speaking world that does not follow the value systems of their parents. Thus, each girl faces questions about which system to follow and how to fit in to both cultures. The MDP offers these girls the opportunity to embrace their Latino heritage while also teaching them about the benefits of higher education here in the United States, which is one of the main reasons that Latino parents bring their children here. Although higher education should be attainable for each girl, she faces pressures at school and at home, and the challenge of gathering the finances to attend school. By planting the seeds to desire to go to college in middle school, the idea of higher education eventually becomes a demand in the minds of the girls instead of a possibility. For example, one sixth grader I talked with already had dreams to go to Indiana University and later to become a lawyer. Her parents have planted seeds that have made college a part of her future, and the MDP also has the opportunity to plant these same seeds.

In working with La Plaza, I learned about several specific challenges that not-for-profits face as they work to meet the needs of the local community through their programs. At the heart of the program, La Plaza and its MDP coordinators want to empower young Latina women to obtain a higher education and make a positive impact on their local communities. In order to achieve this vision through its programs, however, La Plaza must obtain stable sources of funding. Over the past several years, the MDP coordinators have had high turnover rates, which likely comes from issues related to monetary compensation. When each coordinator leaves her position, inefficiency in communication takes place, as the new coordinator must deal with the learning curve of beginning a new position, with little knowledge of what the previous coordinator had already covered with the girls. Although the dream is

to make every improvement that the program needs, time and finances play a key role in making those improvements possible.

To gain more funding for the organization, the push often is to show how many girls the program has successfully served. While quantity is important to show a program's impact on the community, I also learned that the quality of the program's impact on the girls is equally important. When I talked to the girls in the interviews, many of them told me that when the program at their school grows too large, they feel lost in the crowd. To push these girls to pursue higher education, they must receive personal encouragement and mentoring. With only one "Ms. Madrigal" or "Ms. Garduno" at a school with 20 students in the program, the need for individualized attention for each participant in the program can be easily lost. When personal connections are established, however, a phenomenal impact takes place in the lives of these students as they move forward to pursue their dreams.

Conclusion

In order to create a meaningful report for La Plaza, I had to gain an understanding of complex issues and interests of all stakeholders involved, including the parents, students, and coordinators, and I had to take into account the practical economic realities that a not-for-profit program faces. I am proud of the final outcome and excited for the ways it will help Ms. Madrigal and Ms. Garduno as they develop the MDP. I learned to be flexible when working with members of the community, and I also learned the value of engaging people on a personal level. The young Latino community here in Indianapolis has the opportunity to have a positive impact on the city's future, and I am grateful for the chance I had to engage this community and to encourage the dreams that the MDP is growing in the minds of the girls.

IRB Certification Materials

The following materials are included in this section:

- Human Subjects Research Application
- Narrative Description of the Research Study
- Letter of Permission from La Plaza
- CITI Training Certificates of Completion
- Informed Consent Form for Mothers (English and Spanish)
- Parental Consent Form (English and Spanish)
- Parent Survey
- Student Survey

THE NARRATIVE DESCRIPTION OF THE RESEARCH STUDY

What Factors Contribute to the Success and Failure of Latino Community Outreach Programs? A Review of the Mother-Daughter Program at La Plaza.

Megan Gaza

SECTION 1 – TITLE, PURPOSE OF THE STUDY, AND RATIONALE

- 1.1 **Title.** What Factors Contribute to the Success and Failure of Latino Community Outreach Programs? A Review of the Mother-Daughter Program at La Plaza.
- 1.2 **Purpose of the study.** The purpose of this study is to assist a non-profit organization in its effort to provide an effective community outreach program. Specifically, it aims to generate an internal report that examines 1) the strengths of the Mother-Daughter Program (MDP) at La Plaza, Inc.; 2) the barriers that keep Latino families from participating in the program; and 3) ideas for increasing the effectiveness of the program. The goal of the MDP is to encourage and enable Latina middle school students to pursue higher education. La Plaza is a not-for-profit organization in Indianapolis that serves the needs and rapid growth of the local Latino community. Under the supervision of La Plaza, I will analyze written survey responses distributed to the participants and conduct interviews using the same survey questions. I am conducting this study as part of my senior creative (service-learning) project through the Ball State Honors College.
- 1.3 **Rationale.** Because La Plaza is a not-for-profit organization, the staff is limited, but there is a great need for the organization's presence in Central Indiana to support the Latino community. Local school administrators are approaching La Plaza to ask them to introduce the MDP in their schools to better engage female Latina students, but only a small percentage of these students has taken advantage of this program. By examining the program history and collaborating with La Plaza in conducting a survey with the current participants of the MDP, I will generate a report for La Plaza that the organization can use to provide a more effective service in the future. The rationale for conducting interviews with the same questions used in the written survey is to give participants a chance to express themselves orally rather than in the written format (such a tendency is more natural for this sector of population served by La Plaza). The final report will look at factors that drew participants to be involved, positive benefits they have experienced, potential barriers to participation, and suggestions to overcome these barriers for the MDP. This information will aid La Plaza in its efforts to increase student and parent involvement in their educational support programs.

SECTION 2 – DESCRIPTION OF SUBJECT POPULATION

- 2.1 **Number of subjects.** La Plaza will provide the number of subjects as available at weekly MDP meetings and monthly workshops.
- 2.2 **Describe the subject population.** The subject population will include female middle school students in grades six to nine who are currently involved in the MDP. The population will also include parents of these students who attend the monthly workshop.

- 2.3 **Describe any specified inclusion/exclusion criteria.** Explained in 2.2.

SECTION 3 – SUBJECT RECRUITMENT

- 3.1 **Describe the method of subject recruitment.** The subjects will be recruited by La Plaza based on their attendance at the MDP on the days of my selected visits to the program's weekly meetings or their attendance at the monthly workshops. After the written survey form is distributed, the program director will invite any interested participants to have interviews with the PI using the same survey questions.

SECTION 4 – METHODS AND PROCEDURES

- 4.1 **Describe the methods and procedures to be used.** At selected meetings of the MDP, the director of the MDP will read aloud the project description and then will send home a copy of the Parental Consent Form with the students. Then, interested students will return the signed form the next week, and the director of the MDP will distribute the surveys to these students. At one or two of the weekly meetings, the PI will attend and conduct interviews with participants. This may be one-on-one interviews or group interviews, depending on the preference of the participants. The PI will again explain the purpose of the interview based on the consent form, and then the PI will ask the same questions from the survey in an effort to obtain deeper, more personal answers than the participants would generally give in writing.

The PI also will attend a MDP workshop for parents. The director of MDP will invite any interested parents at the workshop to participate in an interview. The director will provide an informed consent form for the participant, and then will read aloud the project description and distribute the survey questions. The director will ask any interested parents to meet with PI for interviews. This may be one-on-one interviews or group interviews, depending on the preference of the participants. Then PI will begin asking the same questions from the survey questionnaire. The participants will not be required to provide an answer to every question.

SECTION 5 – ANONYMITY/CONFIDENTIALITY OF DATA

- 5.1 **Describe how data will be collected and stored.** The PI will take notes during the interviews with students. For purposes of accuracy, the interviews with parents (who are likely to speak in Spanish very quickly) will be audio taped with the permission of participants. Any names used on the audiotape will be changed to pseudonyms when the tapes are transcribed. The audio files will be stored on a flash drive, placed in a locked filing cabinet in the researcher's office for two months, and then erased. All data will be maintained as confidential and no identifying information such as names will appear in any written or oral presentation of the data.

Paper data will be stored in a locked filing cabinet in the researcher's office for two months and then be shredded. The data will also be entered into a software program and stored on the researcher's password-protected computer for two months and then deleted.

SECTION 6 – POTENTIAL RISKS AND BENEFITS

- 6.1 **Describe the potential risks and discomforts.** This research is of no foreseeable risk to participants. Participants should encounter no more harm or discomfort that they would

in everyday life. The only anticipated risk from participating in this study is that the participants may not feel comfortable answering some of the questions.

- 6.2 **Describe how the risks will be minimized.** The participants will be informed during the assent process that they may choose not to answer any question that makes them uncomfortable, and they may quit the study at any time.
- 6.3 **Describe the potential benefits.** Because of their involvement in these surveys and interviews, parents and students will have the opportunity to reflect on the positive outcomes that the MDP has provided them. They will also be able to voice their opinions and offer valuable input that can increase the effectiveness of the program for future participants.

SECTION 7 – SUBJECT INCENTIVES/INDUCEMENTS TO PARTICIPATE

- 7.1 **Describe any inducements/incentives to participate that will be offered to the subject.** N/A

SECTION 8 – OTHER FINANCIAL CONSIDERATIONS

- 8.1 **Describe any financial expense to the subject.** N/A
- 8.2 **Describe any provisions for compensation for research-related injury.** N/A

SECTION 9 – INFORMED CONSENT

- 9.1 Prior to the interview, each participant will receive a copy of the informed or parent consent form. The interviewees will be asked to carefully read and sign the form, which states that they agree with the terms of the study. They will also be told that if at any time they do not wish to continue on with the study, they may dismiss themselves.
- 9.2 N/A
- 9.3 A paragraph at the beginning of the consent forms will explain the purpose of the study, how participants' responses will be used in the future to improve the MDP, and how the participant may contact the P.I. or the faculty advisor with further questions regarding the study.

SECTION 10 – ADDITIONAL MATERIALS

- 10.1 Attachments included: parental consent form, informed consent form for mothers, student survey, parent discussion questions, PI and faculty supervisor CITI training certificates.

February 3, 2010

To Whom It May Concern:

I am the coordinator of the Mother-Daughter Program at La Plaza, Inc., which provides health services, social services, and educational programs to support the Latino community in Central Indiana. Megan Gaza has expressed an interest in doing a service project with me to examine ways to improve the effectiveness of the Mother-Daughter Program. I welcome Megan's participation in the project.

La Plaza's Mother-Daughter program empowers middle school Latino/as to continue their education through high school and beyond by helping them value the importance of education, develop self-esteem and leadership skills, shatter negative myths and stereotypes, foster supportive and enduring relationships, and explore future dreams and goals. The program also works with parents to help give them the tools to contribute to their child's education. Students participate in weekly meetings at area schools as well as monthly workshops with their parents. <http://www.laplaza-indy.org/>

I am delighted that Megan is volunteering to support this program. Due to our small staff size and many community demands, it is not easy for us to devote sufficient time to examine the details of a program, especially those involving feedback from individual community members. Megan will help us survey the participants and their parents, as well as write a report for that could provide us with valuable information--as we continuously seek ways to improve the Mother-Daughter Program for future participants. She will be able to talk with the participants to look at factors that draw and hinder student/parent participation in the Mother-Daughter Program, as well as community suggestions to improve the program.

I have met with Megan a few times and we have drafted survey/interview questions to use with potential participants. I will provide her with interested participants from the program for the survey/interviews. I will be present while Megan conducts the interview sessions.

Should you have any questions , please feel free to contact me at linda@laplaza-indy.org or (219) 331-3196(cell).

Sincerely,

Linda I. Madrigal
Mother-Daughter Program Coordinator
La Plaza, Inc.

(317) 890-3292 ext. 27
linda@laplaza-indy.org

CITI Collaborative Institutional Training Initiative

Social & Behavioral Research - Basic/Refresher Curriculum Completion Report

Printed on 2/9/2010

Learner: Megan Gaza (username: mdgaza)

Institution: Ball State University

Contact Information Department: Modern Languages and Classics

Email: mdgaza@gmail.com

Social & Behavioral Research - Basic/Refresher: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 02/09/10 (Ref # 4099152)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	02/09/10	3/3 (100%)
Students in Research - SBR	02/09/10	8/10 (80%)
History and Ethical Principles - SBR	02/09/10	3/4 (75%)
Defining Research with Human Subjects - SBR	02/09/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	02/09/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	02/09/10	5/5 (100%)
Informed Consent - SBR	02/09/10	4/5 (80%)
Privacy and Confidentiality - SBR	02/09/10	2/3 (67%)
Research with Prisoners - SBR	02/09/10	3/4 (75%)
Research with Children - SBR	02/09/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	02/09/10	4/4 (100%)
International Research - SBR	02/09/10	3/3 (100%)
Internet Research - SBR	02/09/10	5/5 (100%)
HIPAA and Human Subjects Research	02/09/10	2/2 (100%)
Workers as Research Subjects-A Vulnerable Population	02/09/10	3/4 (75%)
Conflicts of Interest in Research Involving Human Subjects	02/09/10	1/2 (50%)
Ball State University	02/09/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

CITI Collaborative Institutional Training Initiative

Social & Behavioral Research - Basic/Refresher Curriculum Completion Report

Printed on 2/5/2010

Learner: Chin-Sook Pak (username: chinsookpak)

Institution: Ball State University

Contact Information

Department: Modern Languages and Classics

Email: cpak@bsu.edu

Social & Behavioral Research - Basic/Refresher: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 02/05/10 (Ref # 4078699)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	02/05/10	2/3 (67%)
Students in Research - SBR	02/05/10	10/10 (100%)
History and Ethical Principles - SBR	02/05/10	4/4 (100%)
Defining Research with Human Subjects - SBR	02/05/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	02/05/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	02/05/10	4/5 (80%)
Informed Consent - SBR	02/05/10	4/4 (100%)
Privacy and Confidentiality - SBR	02/05/10	3/3 (100%)
Research with Prisoners - SBR	02/05/10	4/4 (100%)
Research with Children - SBR	02/05/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	02/05/10	4/4 (100%)
International Research - SBR	02/05/10	3/3 (100%)
Internet Research - SBR	02/05/10	4/5 (80%)
HIPAA and Human Subjects Research	02/05/10	2/2 (100%)
Workers as Research Subjects-A Vulnerable Population	02/05/10	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	02/05/10	2/2 (100%)
Ball State University	02/05/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Informed Consent Form for Mothers

What Factors Contribute to the Success and Failure of Latino Community Outreach Programs? A Review of the Mother-Daughter Program at La Plaza

Study Purpose and Rationale

The purpose of this research project is to improve the Mother-Daughter Program at La Plaza, Inc. Your thoughts and opinions on the program will help identify the program's strengths and weaknesses so that La Plaza can increase its effectiveness for future participants.

Inclusion/Exclusion Criteria

To be eligible to participate in this study, your child must be a current participant of the Mother-Daughter Program at La Plaza, Inc.

Participation Procedures and Duration

For this project, you will be asked to complete a short interview that will take approximately 10-15 minutes that will include questions relating to your experiences with and suggestions for the Mother-Daughter Program.

Audio or Video Tapes

For purposes of accuracy, with your permission, the interview will be audio taped. Any names used on the audiotape will be changed to pseudonyms when the tapes are transcribed. The audio files will be stored on a flash drive, placed in a locked filing cabinet in the researcher's office for two months, and then erased.

Data Confidentiality or Anonymity

All data and notes from the interviews will be maintained as confidential and no identifying information such as names will appear in any written or verbal presentation of the data.

Storage of Data

Paper data will be stored in a locked filing cabinet in the researcher's office for two months and then be shredded. The data will also be entered into a software program and stored on the researcher's password-protected computer for two months and then deleted.

Risks or Discomforts

The only anticipated risk from participating in this study is that you may not feel comfortable answering some of the questions. You may choose not to answer any question that makes you uncomfortable and you may quit the study at any time.

Benefits

One benefit you may gain from participating in this study is a better recognition of what you have learned thanks to this program and the opportunity to voice your opinions to improve the program.

Voluntary Participation

Your participation in this study is completely voluntary and you are free to withdraw at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before signing this Participant Consent form and at any time during the study.

IRB Contact Information

For one's rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

Participant Consent

I, _____, consent to participate in this research project entitled, "What Factors Contribute to the Success and Failure of Latino Community Outreach Programs?" I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description and I understand that I will receive a copy of this consent form to keep for future reference.

Participant's Signature

Date

Researcher Contact Information

Principal Investigator:

Megan D. Gaza, Undergraduate Student
Accounting, Spanish
Ball State University
Muncie, IN 47306
Telephone: (317) 690-6713
Email: mdgaza@bsu.edu

Faculty Supervisor:

Dr. Chin-Sook Pak
Modern Languages & Classics
Ball State University
Muncie, IN 47306
Telephone: (765) 285-1384
Email: cpak@bsu.edu

Formulario de consentimiento informado (“Quiero participar”)

¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos? Una evaluación del Programa Madre-Hija de La Plaza

El propósito del estudio

Queremos saber cómo podemos mejorar el Programa Madre-Hija (PMH) de La Plaza. Le pedimos su ayuda en darnos sus opiniones sobre el programa porque nos ayudarán a identificar lo que hacemos bien y lo que se puede mejorar para que La Plaza pueda proveer más beneficios a su hija, a Ud. y a las participantes en el futuro.

Los requisitos de participación

Para participar en este estudio, su hija debe ser una participante actual del PMH.

Los procedimientos y la duración

Para este proyecto, le entrevistaré a Ud. usando una encuesta que tiene unas preguntas sobre su participación en el programa. La entrevista durará 10 a 15 minutos en total.

Audio Tapes

Le pido permiso de grabar la entrevista en cinta para poder entender con exactitud sus ideas y sugerencias en español. Cambiaré los nombres usados en la cinta a un seudónimo para no revelar de su identidad. Guardaré los archivos audios de la entrevista de una manera segura. Los datos permanecerán en un archivero encerrado en la oficina de la investigadora por dos meses y entonces serán destruidos.

La confidencialidad de la información

Toda la información y los apuntes de las encuestas y las entrevistas serán confidenciales y de ninguna manera se revelará su nombre en ninguna presentación de la información del estudio.

El almacenamiento de la información

Los datos permanecerán en un archivero encerrado en la oficina de la investigadora por dos meses y entonces serán destruidos. Los datos electrónicos que escribo a máquina permanecerán en la computadora sólo con la clave de acceso de la investigadora por dos meses y entonces se borrarán.

Los riesgos o las incomodidades

No hay riesgos asociados con este estudio. Si usted no está cómoda con cualquier pregunta, no tiene que responderla. No tiene que responder a todas las preguntas y que puede dejar la encuesta cuando quiera.

Los beneficios

Gracias a este estudio, Ud. pensará en los beneficios del programa y cómo les ha ayudado a Ud. y a su hija. También es una oportunidad importante para compartir su opinión con La Plaza para ayudarnos a mejorar el programa.

La participación voluntaria

Su participación en este estudio es completamente voluntaria. Ud. puede retirar su permiso en cualquier momento por cualquier motivo. Ud. puede preguntarme si tiene más preguntas antes de firmar este formulario.

Consentimiento Informado (Sí, quiero participar en la encuesta.)

Yo, _____, consiento en participar en este estudio que se llama, *¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos?*. Entiendo la idea del estudio y he recibido unas respuestas satisfactorias a mis preguntas. He leído la descripción de este estudio, y entiendo que recibiré una copia de este formulario para el futuro.

Su firma

La fecha

La información de contacto de las investigadoras

La investigadora principal:

Megan D. Gaza, estudiante universitaria
La contabilidad, el español
clásicas
Ball State University
Muncie, IN 47306
Teléfono: (317) 690-6713
Email: mdgaza@bsu.edu

La supervisora profesadora:

Dr. Chin-Sook Pak
Las lenguajes modernas y
Ball State University
Muncie, IN 47306
Teléfono: (765) 285-1384
Email: cpak@bsu.edu

Parental Consent Form

What Factors Contribute to the Success and Failure of Latino Community Outreach Programs? A Review of the Mother-Daughter Program at La Plaza

Study Purpose and Rationale

The purpose of this research project is to improve the Mother-Daughter Program at La Plaza, Inc. The thoughts and opinions of your child about the program will help identify the program's strengths and weaknesses so that La Plaza can increase its effectiveness for future participants.

Inclusion/Exclusion Criteria

To be eligible to participate in this study, your child must be a current participant of the Mother-Daughter Program at La Plaza, Inc.

Participation Procedures and Duration

For this project, your child will be asked to complete a questionnaire about her participation in the program, followed by a short interview using the same questions. It will take approximately 10-15 minutes to complete the questionnaires and the interview.

Data Confidentiality or Anonymity

All data and notes from the interviews will be maintained as confidential and no identifying information such as names will appear in any written or verbal presentation of the data.

Storage of Data

Paper data will be stored in a locked filing cabinet in the researcher's office for two months and then be shredded. The data will also be entered into a software program and stored on the researcher's password-protected computer for two months and then deleted.

Risks or Discomforts

The only anticipated risk from participating in this study is that your child may not feel comfortable answering some of the questions. Your child will be informed during the assent process that she may choose not to answer any question that makes her uncomfortable and she may quit the study at any time.

Benefits

One benefit your child may gain from participating in this study may be a better recognition of the ideas learned thanks to this program and the opportunity to voice her opinion to improve the program

Voluntary Participation

Your child's participation in this study are completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before signing this Parental Permission form and at any time during the study.

IRB Contact Information

For one's rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

Parental Consent

I give permission for my child, _____, to participate in this research project entitled, "What Factors Contribute to the Success and Failure of Latino Community Outreach Programs?" I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my permission for my child to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

Parent's Signature

Date

Child's Signature

Date

Researcher Contact Information

Principal Investigator:

Megan D. Gaza, Undergraduate Student
Accounting, Spanish
Ball State University
Muncie, IN 47306
Telephone: (317) 690-6713
Email: mdgaza@bsu.edu

Faculty Supervisor:

Dr. Chin-Sook Pak
Modern Languages & Classics
Ball State University
Muncie, IN 47306
Telephone: (765) 285-1384
Email: cpak@bsu.edu

Formulario de permiso

¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos? Una evaluación del Programa Madre-Hija de La Plaza

El propósito del estudio

Queremos saber cómo podemos mejorar el Programa Madre-Hija (PMH) de La Plaza. Le pedimos su permiso para la participación de su hija en este estudio. Los pensamientos y las opiniones de su hija sobre el programa nos ayudarán a identificar lo que hacemos bien y lo que se puede mejorar para que La Plaza pueda proveer más beneficios a su hija, a Ud. y a las participantes en el futuro.

Los requisitos de participación

Para participar en este estudio, su hija debe ser una participante actual del PMH.

Los procedimientos y la duración

Para este proyecto, su hija llenará una encuesta que tiene unas preguntas sobre su participación en el programa. Luego, le entrevistaré a su hija usando las mismas preguntas. Las dos partes durarán 10 a 15 minutos en total.

La confidencialidad de la información

Toda la información y los apuntes de las encuestas y las entrevistas serán confidenciales y de ninguna manera se revelará el nombre de su hija en ninguna presentación de la información del estudio.

El almacenamiento de la información

Los datos permanecerán en un archivero encerrado en la oficina de la investigadora por dos meses y entonces serán destruidos. Los datos electrónicos que escribo a máquina permanecerán en la computadora sólo con la clave de acceso de la investigadora por dos meses y entonces se borrarán.

Los riesgos o las incomodidades

No hay riesgos asociados con este estudio. Si su hija no está cómoda con cualquier pregunta, no tiene que responderla. Le diré a su hija antes de la encuesta que no tiene que responder a todas las preguntas y que puede dejar la encuesta cuando quiera.

Los beneficios

Gracias a este estudio, su hija pensará en lo que ha aprendido del programa y cómo ha crecido personalmente. También es una oportunidad importante para compartir su opinión con La Plaza para ayudarnos a mejorar el programa.

La participación voluntaria

La participación de su hija en este estudio es completamente voluntaria. Ud. puede retirar su permiso en cualquier momento por cualquier motivo. Ud. puede preguntarme si tiene más preguntas antes de firmar este formulario.

El permiso de madre/padre

Doy el permiso para que mi hija, _____, participe en este estudio que se llama, *¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos?*. Entiendo la idea del estudio y he recibido unas respuestas satisfactorias a mis preguntas. He leído la descripción de este estudio y entiendo que recibiré una copia de este formulario para el futuro.

La firma de madre o padre

La fecha

La firma de la hija

La fecha

La información de contacto de las investigadoras

La investigadora principal:

Megan D. Gaza, estudiante universitaria
La contabilidad, el español
Ball State University
Muncie, IN 47306
Teléfono: (317) 690-6713
Email: mdgaza@bsu.edu

La supervisora profesadora:

Dr. Chin-Sook Pak
Las lenguajes modernas y clásicas
Ball State University
Muncie, IN 47306
Teléfono: (765) 285-1384
Email: cpak@bsu.edu

Mother Daughter Program
La Plaza, Inc.
Survey / Interview Questions for Parents

1. How long have you been participating in the Mother-Daughter Program? (*¿Por cuánto tiempo ha participado en el programa?*)
2. What motivated you to join the Mother-Daughter Program? (*¿Qué le motivó a participar?*)
3. How many of your friends are part of the Mother-Daughter Program? (*¿Cuántos amigos suyos participan en el programa?*)
4. For your friends who don't participate, what keeps them from joining? (*¿Cuáles son razones por las cuales algunos no participan en el programa?*)
5. What do you like most about the program? (*¿Qué le gusta más del programa?*)
6. What are things you have learned thanks to the Mother-Daughter Program? (*¿Qué beneficios recibió o información útil aprendió por haber participado en el programa?*)
7. Are there any topics you would like to learn more about? (*¿Hay otros temas de interés que le gustaría aprender?*)
8. Do you like the name "Mother-Daughter Program. If you could change the name, what would you change it to? (*¿Le gusta el nombre del programa? ¿Tiene sugerencias para cambiar a otro nombre?*)
9. Do you have any suggestions that would help us encourage more people to participate in the program? (*¿Tiene algunas sugerencias para aumentar el número de participantes? ¿Cómo se puede mejorar el programa?*)

Thank you for all your help! (*¡Gracias por toda su ayuda!*)

Mother Daughter Program

La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?

This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program? _____

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? _____ students

What do you like most about the program? (What makes you want to come back?)

What are three things you have learned thanks to the Mother-Daughter Program?

- 1.
- 2.
- 3.

Are there any topics you would like to learn more about?

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

Interview and Survey Notes and Data

The following materials are included in this section:

- Coordinator interview transcripts
- Data compilation from student surveys
- Notes from student interviews
- Completed student surveys

Laura Dandeleet, Director of Programs and Former MDP Coordinator

What's been your history with the program? I actually came on with the organization right when they launched it. Before I came, a group of two individuals from the Hispanic Education Center [went to view the model in Texas]. I was the first intern who started implementing the group for the first time and then have been involved with it essentially ever since. We started the program in 2001, but I think the site visit took place in 2000. We started it initially at the George Washington Community School. Initially it was just an intern, me, working with the girls, and that developed into them hiring a part-time person who worked 12 hours a week. Getting into George Washington was very easy because of the nature of that particular school.

How has the program changed over time? It's grown from a part-time position at one school to a full-time position with two coordinators. It started with a partnership with the IU School of Social Work, [which has dwindled a lot because of logistical reasons]. We've implemented more career and college exploration focus. When it started, it was a little bit more just the personal development, which was much more the focus of it. When we started the program, the outreach to the moms was mostly personal development for the moms, and now most of the outreach is educationally focused.

What are some of the challenges the program has faced? The parent outreach component has always been a challenge from the beginning. We've always had a really low turnout with parents at our events. **What have some**

of the barriers been that keep parents from participating? Their lives, holding a couple jobs, they have other children, there's just so much going on. I'm a parent, and I know when I'm a parent, I know the last thing I want to do is go to some event on the weekend. It's the one day I have to get caught up on the necessities of life. And I don't even have to deal with a lot of the challenges that a lot of the families have to deal with.

What have you done to increase parent participation? We've started offering childcare. We're more intentional about offering more food—dinner, lunch. We've tried to do more raffles to attract families. We've also tried to do surveys to get a sense of what families want to even hear about. We've looked at Saturdays at maybe not the best time for families, maybe a Wednesday at 6 at night instead. We've tried that once but haven't given that enough effort as we could.

What have been the participation rates since the program started? We haven't formally updated numbers since 2007.

What do you see as the main goal(s) of the program? The main goals of the program are to help the girls to understand the importance of education and to give them whatever it is that they need to be successful in their education to go on to high school, whether that's personal development, leadership training. Ultimately our goal is to increase the number of Latinos that go on to high school and on to higher education. The role we play is as a support system. They see us as someone they can turn to with any kinds of issues, someone

they can relate to. I think that's an important role for us to play in helping these girls to continue with their education.

What are the programs strengths, in your opinion? The strengths are that it's unique. We're one of the only organizations working exclusively with Latino girls for the purpose of pursuing post-secondary education. We try to involve the parents. We do the home visits. It's unique because we understand the Latino community and culture. All of our staff, except for one individual, is bilingual in English and Spanish, which makes a huge difference because when someone calls they know that they'll be able to speak to someone in the language that they prefer. I do think we truly are culturally effective. What I mean by that is we understand the community and we're here to serve the community. We can identify with what they're going through.

In what ways could the program be improved? There are two main areas. The curriculum. We really need to create a three-year curriculum that's consistent and that can be passed on from coordinator to coordinator. We need to enhance our overall evaluation—more numbers, more data on the girls and what they're experiencing. That's all stuff that we're trying to work on now.

Where do you see this program moving forward in the future? Other schools? Size? Scope? Initially we see it growing by creating a stronger foundation for it. As an organization, we just did our three-year plan, and we purposefully didn't include expansion language like trying to add three schools in the next year. Before we do that, we want to get the infrastructure and the

curriculum into place. I'm sure that the scope of the program will be more fine-tuned and consistent as that happens. Once we get all of that in place and we feel really confident and secure about the program, then I see it expanding into additional schools or we've even talked about reaching more girls, not school-specific, through center-based activities, like having college visits open to any Latina girls in middle school.

((15 minutes))

Linda Madrigal, Current MDP Coordinator

What's been your history with the program? I started working there, as an intern, at the beginning of June, and then I got hired at the end of July full-time.

What has been your recent participation rate? At George Washington, I've only had four girls, and they come every single week. Sometimes there'll be some that come in every once in a while, but usually it's just the four girls. At Gambold, there's an average of seven girls that come, but they fluctuate like crazy at Gambold. At Craig, I have 20 girls, and the numbers just keep going up and up and up. The first day we had program there, there were seven girls, and then the next day there were 12. I almost see a new person come in every week.

Why is there such a defined participation difference between schools? I'm not even really sure. I think at Craig, the only other competition [from after school programs] is called Afternoon Rocks, and that's only on Tuesday and Thursday. And the girls [at Craig] want to invite more people and bring their friends. At Gambold, there were some issues with seventh graders not wanting to be in program with eighth graders [because of previous conflicts between the girls]. We hit an issue with soccer starting, so we're actually moving program to Monday. And then George Washington, they already have so many options for them. There's a lot of after-school programs. Just in general, they have a lot, like they have cooking classes, they have sports, there's a lot that they can do.

How and when do you recruit girls for the program? I'd say we do really hard-core recruiting when we start, like we go in at lunches. At George Washington, we do recruiting there maybe four times throughout the school year, and we're always talking to girls [in the hallways] whenever we see them.

What does program look like every week? There's not one way I could describe it because the dynamics of the groups are so different. George Washington girls, they act a lot more mature, and they're really focused and really interested in all of the information that they're learning. Gambold is a mix of Craig and George Washington. They're a little more mature, but they have more energy. At Craig, they have so much energy, and they're all friends, so it's hard to keep them focused on what they're all doing.

What are the main components that take place each week? Sign in stuff. We do that [gather contact information] to do scheduling for home visits. Another way we recruit is doing a home visit before a student even comes to the program, which is going and talking to the mom to talk about what the program is. Also [we take attendance] for the grant, to keep track of numbers. If a student comes once, we consider them "served", and if they come three or more times, that's "enrolled". Snack is another part. And I have lesson plans, so that they're all learning the same things each week.

What do you use for weekly curriculum? Right now, there are different things that me and the other coordinator [Delmi] have come up with together, what the girls tell us that they want to talk about. We are this summer going to

be able to focus on our curriculum, which hasn't ever really been done before. We're going to try and write up a curriculum at least for this coming school year. Ideally, we want a three-year curriculum so we don't repeat [themes or lessons].

What other changes are coming up in the future? We're also focusing on starting up another part of the program called the Madrina Project. So we're trying to find professional Latinas who are willing to mentor our girls. Another thing we're going to focus on is working on our data part of the program, doing our database that we're trying to get fixed up and ready to go. We want to have all of the programs run off of it to keep track of who we've served, who's enrolled.

What do you see as the main goal(s) of the program? Our main goals are focused on academics, technology, college and career aspirations, community service and leadership development, and also personal growth.

What are the programs strengths, in your opinion? I think it gives the girls that do come an advantage to a lot of students who may not be learning about the college and career part of it. They learn how important it is to do well in school now, where they can go in the future, research what they can do in the future. We're trying to make them think not just about what's happening today, or tomorrow, or next week, but in the future. Also, just giving them like other alternative things to do. For weekend workshops, a lot of them would

have sat at home, or would have gone shopping, run around, hang out with friends.

In what ways could the program be improved? I would really like to see the Madrina program implemented. They tried to start it off last year, and it ended up being like a one-time thing. I'd like the girls to have more one-on-one attention, someone there to help them out. Also, our curriculum—I think it will really help out a great deal if we have a good, solid curriculum to use with the girls. I'd like to get the girls out into the community more to do projects, too.

What are some success stories that you've gotten to witness firsthand?

[Seeing the girls] deciding on what they want to do in the future. I've definitely seen, in my smaller group, a lot of their grades have improved from first semester to second semester. I have girls who had Ds and Fs, who now they're like, "I got As and Bs and Cs." For this semester, I made them set overall GPA goals that they want to reach together, and they'll for sure be going past what they set. I had them set the GPA goal as a group, and there'll be pizza, ice cream, a group trip, something for meeting the goal. I told them, "I see you guys once a week, so you guys have to ask each other and do the up-keeping on it." We just don't help the girls, we help their families. I have two sisters in my program, and their parents went back to Mexico and they're living here with their older 19-year-old sister, so we were able to help them out with that. Just being able to provide them not only educational services, but also pointing them to La Plaza resources.

How do you and the girls feel about the size of the program? Some of the girls at Craig say it's too big, so we've talked about splitting the 20 girls to two groups of ten. Once you hit past 15, it's hard to make it as effective for the students and to have them learn as much as they could possibly be learning.

((30 minutes))

Delmi Garduno, Current MDP Coordinator

What's been your history with the program? When did you start? How

have you seen it grow & change? I started January 25. I was actually the director of outreach for Girl Scouts of Central Indiana before this. [I chose this job because of] the direct contact with girls and their mothers and the focus on furthering education. [The mothers] are attending workshops, and the girls are attending meetings. [For the girls], grades have gone up, not all of them, but some of the grades have gone up ever since we started focusing on that. Now they know what kind of school or college they want to go to, not a great idea, but an idea.

What's the current participation rate at the schools you are at? I'm at

Short Ridge, and I usually have all of my girls attend every week, which is about 11. At my other school, I only have four girls, but usually only three out of the four come. Getting more girls is a problem because usually the parents won't let them stay after school. The girls [that come] come every week, though.

What are the different programmatic elements that take place every

week? Every day, we have snack and we have a circle thing, where I say, tell me what you did today, tell me something about today, and everyone tells me something that they're burning to tell me. We try to focus on respecting one another, just with talking, or not talking when other people are talking, which is hard for middle schoolers to understand. [This is more of a problem at the bigger school where more girls attend.]

How do you create curriculum? It's hard but fun because you get to do your own lesson plans and choose the topics that you get to do. I get to plan a wide range—some [girls] are more grown up, some are like little kids. It's hard sometimes coming up with topics that they're interested in.

What do you see as the main goal(s) of the program? I think that the number one goal is to have the girls know that they have opportunities out there in their future and also to involve the moms to make them understand that [their daughters] have the opportunity to go to college and pursue their post-high school education.

What are the programs strengths, in your opinion? It gives them a range of topics that they're interested in and gives them leadership and gives them a way to express themselves and do different types of exploration for their future. It gives a wide range and variety to choose from, and a wide range to help them in the future. It gives them leadership because I do a lot of group activities, and for a lot of the discussions, they get the opportunity to explain and ask. A lot of the girls, in the group, they get an opportunity to talk and voice their opinions, and a lot of them have things to say.

In what ways could the program be improved? I'd like for the parents to be more involved in the workshops and field trips with their daughters and stuff. But I know that they work. It's a good program.

What are some success stories that you've gotten to witness firsthand? I have two sisters that are kind of involved in gangs. They're not involved in

other programs, but they're involved in our program. They both went to engineering and career day, so slowly but surely [we're seeing change]. They're very hard to work with, but if they didn't like it, they would stop coming or they would have gone to other things.

Where do you see this program moving forward in the future? Other schools? Size? Scope? Maybe expanding to other schools and hopefully in size as well, but definitely into other schools.

Any other thoughts you'd like to express? I really like the program. I really enjoy working with the girls and what they bring to the table, their personalities.

((15 minutes))

Suzanne Rothenberg, Mayor's Neighborhood Liaison and Former MDP Coordinator

What was your history with the program? How have you seen it change? I

was the Mother-Daughter Coordinator, the same thing that Linda does now. I got with La Plaza in September of 2008, and I left in October of 2009, so about a year. The program became a lot more academically focused [over that year] and a lot more intentional in strategies for career exploration as far as partnerships with other professionals in the community. The other thing is we were really able to make a lot of advances in the technology that we were able to have the kids use. All of the schools are great about having us get in the [computer] labs.

Did you have a steady participation rate between the schools you worked at? Some schools, yes, and some schools, no. I was at George Washington and Craig. At George Washington, I literally had the same 11 girls every week. It was pretty cool. At Craig, I always had about 20 girls in the program, but those 20 girls switched. I probably had about 35 girls who were active in the program. School 108 was just all over the place. Sometimes I would have 15, sometimes I would have four. I think a lot has to do with what's going on in the dynamics between the girls. There was literally a fight at school 108, and then after that, if certain girls came, other girls wouldn't. At George Washington, all of the girls were close and knew one another. A lot of things depend on interpersonal relationships

Did you change the way you ran program over the year you were

coordinator? I was pretty consistent and kind of made a plan at the beginning of the year of what I wanted to accomplish, and I was pretty much able to do that. I came from a really strong background of running after-school programs. I was getting a Masters in out-of-school education in Boston, so I was working on a graduate degree and working with the kids at the same time.

What do you see as the main goal(s) of the program? To encourage girls to complete high school—what's on the flyer. I really do feel like that's the strongest component.

What are the programs strengths, in your opinion? I think that the program does a good job of exposing kids to things that they might not normally see. It's a pretty good change of pace. A lot of kids that we take on college visits have never seen a college. And we planted trees the last month in April, which most of the kids had never done before. [The program does] a good job of getting kids out of their own little world.

In what ways could the program be improved? The evaluation method wasn't very organized. It would be nice if it was an outside evaluation as well, having someone who's not completely immersed in the program.

What are some success stories that you've gotten to witness firsthand?

We did a two-week course on domestic violence and prevention of, and when we were done, a few different girls on the evaluations said that the info that they learned from that process was really good and they were able to use it in

their lives and to tell their friends about it. I also started a spring break job shadow, so hopefully that will become an annual thing. I had one specific girl at George Washington that came to me with really bad grades and bad behavior. I did individual conferences after report cards came out, where we set goals for the future and talked about how to improve. By the end of the year, she had all As and Bs, and she had identified that she wanted to be marine biologist. So that was my one big turnaround.

Where do you see this program moving forward in the future? Other schools? Size? Scope? We were expanding to more schools and we were thinking about ways to engage students that might not necessarily go to the schools that we served. We were looking for ways to keep our students from the Leadership Institute engaged—newsletter, sessions for the community, or something.

((15 minutes))

Results from Student Surveys

Year in School

6	7	24.1%
7	6	20.7%
8	14	48.3%
9	2	6.9%
	<hr/> 29	

Years Participating

1	19	65.5%
2	4	13.8%
3	6	20.7%
	<hr/> 29	

Reason for joining

Some put multiple answers.

Friends	11	35.5%
Food	3	9.7%
No Response	1	3.2%
Not Sure	5	16.1%
Learning	3	9.7%
Fun	2	6.5%
For Latina Girls	1	3.2%
Parent	2	6.5%
Teachers	3	9.7%
	<hr/> 31	

of Friends

15

5

9

9

9

8

15

9

10

5

3

7

10

3

5

7

7

2

3

3

9

9

9

9

9

3

5

Average: 7

Median: 8

Mode: 9

2: no response

Barriers to Joining

Some multiple responses.

Boring Friends	2	6.7%
No Response	4	13.3%
Other Commitments	7	23.3%
Don't Like Program	3	10.0%
Lazy	2	6.7%
Can't Stay After	5	16.7%
Don't Want "Help"	1	3.3%
Shy	1	3.3%
All Involved	2	6.7%
Haven't Heard About It	1	3.3%
Don't Like Other Girls	1	3.3%
Parents	1	3.3%
	<hr/> 30	

Like Current Size?

Yes	27	93.1%
No	1	3.4%
No Response	1	3.4%
	<hr/> 29	

Desired Size?

20	No response	10
20	A lot	2
20	Same	1
19	Small	1
20		
5		
16		
20		
30	Average:	17.5
15	Median:	19.5
20	Mode:	20
10		
10		
15		
10		
30		

Favorite Part?

Later surveys didn't include this question.

Food	11	35.5%
Fun	6	19.4%
Friends	4	12.9%
Linda/Delmi	2	6.5%
No Response	1	3.2%
Teaching	2	6.5%
Movies	1	3.2%
Activities	3	9.7%
Games	1	3.2%
	<hr/> 31	

Things You've Learned

Poverty	7	11.5%
Websites	1	1.6%
Relationship w/Mom	3	4.9%
Kindness	4	6.6%
Other Countries	1	1.6%
Fun	2	3.3%
Meeting People	1	1.6%
Domestic Violence	6	9.8%
Diplomas/Scholarships	6	9.8%
Careers	3	4.9%
Strong Relationships	6	9.8%
Joining Activities	1	1.6%
Importance of College	8	13.1%
Science	1	1.6%
Other People In Program	2	3.3%
History	1	1.6%
Getting Work Done	3	4.9%
Empowerment	5	8.2%
	<hr/> 61	

Learn More About...

Each Other	1
Greek Past	1
Relationships/Boyfriends	2
State Laws	1
Immigration	1
Cooking	1
Health/Beauty	1
Abortions	1
Domestic Violence	1
Gangs	1
Drugs	1
Careers	1
Healthy Eating	2
Friendship	1
	<hr/> 16

Do You Like The Name?

Yes	23	79.3%
No	6	20.7%
	<hr/> 29	

Suggestions

More Fun	3	25.0%
Prizes	3	25.0%
Food	3	25.0%
Cooking	1	8.3%
Field Trips	1	8.3%
Good Grades	1	8.3%
	<hr/> 12	

Craig Middle School Interviews :: February 22, 2010

Interview 1: 6th grade

- Has a younger sister
- Why joined: cousin told her that there was a program for only girls and that it was fun
- Problems: sometimes boring—only talking, not doing stuff
- Favorite part: eating
- # of friends involved: a lot of friends—one friend came last week but thought it was boring
- What keeps friends from coming: time—one friend had to babysit
- Size: OK, should stay the same
- What she likes: talking with people and not doing a lot of work
 - + field trips
 - – computer games
 - + activities where you get to talk with other people
 - + movie about the girl in poverty: “It was interesting to see how people live, and I’m glad it doesn’t happen to me.”
- What she’s learned: self-esteem—“Before I came here, I used to be very shy, and now I talk to a lot of people because I have more friends. When I came here in the first place, I only talked to people from the year before. Now, I met people.”
- What she’d like to learn about
 - – science
 - + Dr. Martin Luther King
 - + learning about people in general
- Name: CHANGE—should be more about the students, since our parents aren’t really involved
 - Something related to girls

Interview 2: 8th grade

- Has been coming since sixth grade
- What she has learned: “I’ve learned quite a few stuff. Go to college and help other people. Go to college so you can start your own business to help other people, to motivate them.”
- Changes in herself: “In sixth grade, I’d depend on my friends a lot, like my life was in their hands. I am more independent now.”
- Future dreams: go to college, become an illustrator

- Friends in the program: 3 friends, 2 of them together since sixth grade
 - All of her close friends come
- Size: bigger is good and fun, but it gets undisciplined
- What she's learned: "Paula taught me a lot about life, to value yourself as a girl—that there's a double standard for guys and girls."
 - "You should go to college. They kind of motivate you to become someone better than who you are."
 - Doesn't talk to parents about most things—talks to her friends
- Wants to learn about: sexual issues
 - What's the rush? Hormones trigger a lot of issues.
 - Sexual experiences pass down through the different grades, from eighth graders to seventh graders to sixth graders, and affect all kinds of people
 - "It all starts in middle school, and it's too late when you get to high school."
- Other issues: "It's hard to focus on getting good grades to get to college. I keep putting things off."
- Name: OK. We're like children, and Linda is the mother who is teaching us stuff.
- Other comments: "I want girls just to value themselves. I wish I had a friend to tell me to do the right stuff."

Interview 3: 6th grade

- First year in the program
- Why she joined: Because my friends were in it and said, "You should join the group."
- Friends in the program: met through the program, and now they know each other and eat lunch together
- Why she likes it: "We talk and laugh together. It's our alone time away from school."
- Size: "If it was bigger, we wouldn't get that much attention, so little is better." – 20 or less students
- What she likes: "We mostly get to talk and tell our stories about if we had a bad day at school, and if we bring a friend, we get to put our name in a little hat to win a gift card."
 - Tried to bring a friend, but her friend got a little bit bored
- What she'd like to do
 - + field trips (to the mall)
 - + girly kinds of things

- + sports/athletics, not just sitting at a computer or watching a movie
 - Dodgeball
 - Baseball
- + learn about other people's lives
- + learn about other cultures because "we just talk about our culture, what we do. We should learn about what other people do."
- What she's learned: "You should really care about your moms because they might not be there the rest of your lives, but you have them 'til now."
 - Has learned about how girls can be mistreated and about bad relationships
 - Your mom is the number one person you should trust
 - "If we all get B's and up, we'll all get a pizza party, so we have to ask each other, 'How are your grades?'"
- Name: really like Mother-Daughter Program
- Other suggestions: To get students to bring friends, Linda should give prizes to motivate people to come.

Interview 4: 6th grade

- Why she joined: "I was bad behaving with my mom, so my mom told me I could stay (after school), so I started staying." – the program has helped her relationship with her mom
- Friends: Has about 8 friends involved
- Size: Likes the size as it is
- Why her friends don't come: not enough time
- Favorite parts: snacks, talking with friends
- Wants to learn about: family relationships
- Name: likes MDP

Interview 5: 8th grade

- Attending since sixth grade
- Why joined: because of her friends and because of her ESL teacher – she's glad she decided to join
- Friends: 3 closest friends are involved
- Why others don't come: some can't stay after school and some don't know about the program
- Size: likes the size – "As much people as can come, the better."

- Favorite parts: the food, the games (especially ones to learn names)
- What she's learned: "I found what I want to be when I grow up, and I learned about college and how we can get scholarships."
 - Main topics: school
 - Violence with boyfriends and violence at home
- Wants to learn about:
 - + careers
 - + friendship – understanding friends better, personalities, conflict
- Name: likes MDP

Interview 6: 8th grade

- Started coming this year: "I'm new here this year and I heard about it from my friends." – she's glad that she joined
- Friends: about 8 friends come
- Why others don't come: She invites friends to come, but they say they can't.
- Size: likes the current size, but sometimes wishes it were smaller because she doesn't like being around a lot of people.
- Favorite parts: food, friends
- What she's learned:
 - Homeless people
 - To stay in school and not do drugs
 - How to respect herself
 - How to act around people
- Suggestions:
 - Do more things in groups
 - To socialize more
 - Less up front teaching & learning
- Name: MDP is OK; no suggestions, but open to a name in Spanish

Interview 7: 6th grade

- Why she joined: "My friends Evelyn, Rosa and Aidee said it was fun and that they get to go to field trips."
- Favorite part: Hanging out with friends
 - About 15 of her friends come
 - Size: likes the size, would like it a little bigger
- Why friends don't come: some people say that they're grounded or that they have other things to do

- Favorite parts:
 - Has only come 3 times
 - Liked the Zumba
- Suggestions:
 - Go outside – active games
 - Learn about cooking (cake or cookies)
- Name: like MDP

Interview 8: 7th grade

- Joined a month ago
- Why she joined: “My friend Aidee told me to say, and Miss Linda gave me a permission slip.”
- Favorite parts:
 - Spending time with friends
 - Watching movies
 - Fun activities
- Friends: about 10 friends come
- Why others don’t come:
 - They don’t pay attention to announcements about the program, so they don’t know about it
 - Too lazy
- What she’s liked: “The first time that I stayed over, we were doing Zumba, so that was really fun and interesting.”
- Suggestions:
 - Sports
 - Cooking
 - Diseases – learning about medical conditions, etc.
- Name: likes MDP because “it kind of shows that the program is involving the mother and daughter.”

Mother Daughter Program

La Plaza, Inc.

Year in school (please circle):

6th

7th

8th

9th

How long have you been participating in the Mother-Daughter Program?

This is my...

1st year

2nd year

3rd year

What encouraged you to join the Mother-Daughter Program?

I wanted to see what this was going to be about.

How many of your friends are part of the Mother-Daughter Program? 9

For your friends who don't participate, what keeps them from joining?

They can't stay because of their parents

Do you like the size of the current group?
the group to be? 15 students

Yes

No

What size would you like for

What do you like most about the program? (What makes you want to come back?)

Everything, being with my friends and talking about different topics.

What are three things you have learned thanks to the Mother-Daughter Program?

1. to be yourself
2. To never say you can't.
3. Talking about different topics.

Are there any topics you would like to learn more about? maybe but I can't think of none.

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to? Think Later

Do you have any suggestions that would help us encourage more students to participate in the program? No ~~yes~~

Mother Daughter Program

La Plaza, Inc.

Year in school (please circle):

6th

7th

8th

9th

How long have you been participating in the Mother-Daughter Program?

This is my...

1st year

2nd year

3rd year

What encouraged you to join the Mother-Daughter Program?

The things that we were going to learn about.

How many of your friends are part of the Mother-Daughter Program? 9

For your friends who don't participate, what keeps them from joining?

I think because their shy and they might think that they don't need help in anything.

Do you like the size of the current group? Yes No What size would you like for the group to be? 10 students

What do you like most about the program? (What makes you want to come back?)

I like the activities that we do that relate to what we talk about.

What are three things you have learned thanks to the Mother-Daughter Program?

1. How to get ready for college
2. Healthy Relationships
3. Self-Esteem

Are there any topics you would like to learn more about?

No, we basically covered everything there is to know.

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

Well the first time you talked to us it was just what the program was about and what you guys would be teaching us about. I think you guys should actually do an activity with all the girls not just talk about it.

MEM

Mother Daughter Program

La Plaza, Inc.

Year in school (please circle):

6th

7th

8th

9th

How long have you been participating in the Mother-Daughter Program?

This is my...

1st year

2nd year

3rd year

What encouraged you to join the Mother-Daughter Program?

I wanted to try it out to see how it works.

How many of your friends are part of the Mother-Daughter Program? 9

For your friends who don't participate, what keeps them from joining?

All my friends are here

Do you like the size of the current group? (Yes) No What size would you like for the group to be? 10 students

What do you like most about the program? (What makes you want to come back?)

The activities and the talking about things

What are three things you have learned thanks to the Mother-Daughter Program?

1. we learned about relationships
2. we learned about college
3. we learned about what college we want to go.

Are there any topics you would like to learn more about?

Now really, I kinda want to learn about anything

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

I Kind like it but we should name it a little more exciting the name.

Do you have any suggestions that would help us encourage more students to participate in the program? I dont have any suggestions.